

The Importance and Challenges of School Feeding: Literature Review

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Abstract— To select in the literature the importance and challenges of food for the development and potential of the individual related to growth, promotion, and health. Method: This is an Integrative Literature Review and 188 articles were selected for analysis. After applying the defined inclusion and exclusion criteria, 15 studies were included in the research. The studies showed that dealing with the subject is essential, allowing children and adolescents access to healthy and quality food, guaranteeing their right to food as provided for in the Statute of Children and Adolescents. Most studies concluded that several schools do not offer adequate food to their users, despite the importance of this practice being evidenced by the works. Therefore, implementing and implementing the guidelines that the National School Feeding Program legislation offers is essential to change this scenario in the school context.

I. INTRODUCTION

The National School Feeding Program (PNAE), with universal coverage for students enrolled in public schools in Brazil, is an action guided by the National Food and Nutrition Security Policy and the National Food and Nutrition Policy. This program, linked to municipal, state, and federal education networks, has as its main objectives the provision of adequate and healthy meals, in addition to food and nutrition education. Therefore, it is an important strategy to improve the dietary patterns of Brazilian children and adolescents. [1]

In 2009, the National School Feeding Program (PNAE) had another important change in its execution. It became mandatory to use at least 30% of the financial resources from the National Fund for the Development of Education (FNDE) for the purchase of food from family farming, in addition to prohibiting and limiting the purchase of some foods. The purchase of beverages of low nutritional value, such as soft drinks, artificial refreshments, concentrates based on “guarana” or currant syrup, and ready-made teas, was prohibited. There was also a restriction on the application of financial resources

for the purchase of canned foods, sausages, sweets, compound foods, semi-ready or ready-to-eat preparations, and concentrated foods. [2]

The PNAE is one of the most comprehensive school feeding programs in the world, and in 2014 it was responsible for providing daily meals to 42.2 million students. For this, that same year it had a federal budget, from the FNDE, of approximately 3.7 billion of Real per year. In addition to federal resources, the program's regulations establish the obligation of complementary financial investment, originating from the municipal sphere, which contributes to the good execution of the program. [2]

Emphasizing that the objective of the (PNAE) is to contribute and ensure that children and adolescents have access to health, based on these program initiatives, as students have access to industrialized foods, ultra-processed foods, with a high content of fats and sugars, harming and allowing them to acquire chronic diseases and overweight.

The increase in overweight and obesity rates has been observed in recent years, reflecting the general health status of the population and the incidence of Chronic Non-Communicable Diseases (NCDs), which are among the main causes of death in Brazil and the world. Among Brazilian children and adolescents, the prevalence of overweight and obesity more than tripled in 34 years. These changes are related to changes in eating habits, such as increased consumption of processed foods with high levels of salt, sugar, and fat. In this context, the relevance of policies that limit the availability of these foods to schoolchildren is evident, especially since school is an important environment for the formation of eating habits that tend to remain in adult life. It is also worth noting that, in 2014, the World Health Organization and the Pan American Health Organization, through the Action Plan for the prevention of obesity in children and adolescents, presented among their goals, the improvement of the meals offered by schools. [2]

In this context, Food and Nutrition Education (EAN) emerges as a strategy linked to the production of information and educational actions that serve as subsidies to contribute to the promotion of healthy eating practices and the health of individuals, with possibilities of expanding the power of choice and decision regarding food. The selected food becomes part of the human body, from the nutrients that form combinations necessary to maintain health and well-being [3].

In this way school meals are instituted in public schools in Brazil by the PNAE, created in the mid-1950s

to guarantee students the offer of at least one meal a day during their period of stay at school and currently propose to partially supply, at least, 30 to 70% of the nutritional needs of schoolchildren [4].

School meals are important for the growth and health promotion of children and adolescents, thus providing greater learning, biopsychosocial development, promoting food and nutritional security, quality health, lowering school rates, and ensuring that they become citizens with rights. For this, it is necessary that the State can intervene to guarantee this food, not only in the school environment but in their homes.

II. METHODOLOGY

The work consists of bibliographic research carried out in the following databases: SciELO (Scientific Electronic Library Online) and Pubmed. The following descriptors in Portuguese were used for the research: School feeding, school health, and healthy eating. These descriptors are listed in the descriptors tools in Health Sciences (DeCS) of the Virtual Health Library (VHL).

Articles written in Portuguese and available online in selected databases that were published between the periods of 2017 and 2022 were adopted as inclusion criteria, which addressed the theme of the study at the national and international levels. Among the exclusion criteria selected are studies that are duplicated in the aforementioned databases, gray literature, incomplete works, editorials, and studies that are not related to the topic addressed in this article.

III. RESULTS

The number of articles selected according to the eligibility criteria was 15 articles. Among the articles, all belonged to the Pubmed database and the SciELO database, as described in Table 1.

Table 1 – The selected articles discuss the descriptors: school feeding, children and adolescents and school health. Results found by searching the database related to the topic.

Table.1: Summary of articles selected for integrative review

Title	Authors	Data base/year	Results
Background and elements of the link between Brazil's school feeding program and family farming. [5]	Schwartzman F; Mora C,A,R; Bogus C,M; Villar B,S.	Scielo/2018	<p>This is a study that focuses on the beginning of food programs, especially in the 1940s, addressing that the programs aimed to reach places with greater vulnerability and social risk, in which hunger, malnutrition and risk were present in the cities. And the programs aimed to reach these communities in an assistance way, providing food in the short term as a refusal to minimize the hunger of these family members. Over the years, these programs have undergone changes, legislation and modifications. Currently, they are programs with other objectives, strengthening and informing about healthy habits, strengthening food culture and social participation, curriculum development for the promotion of food and nutrition education, in order to ensure that the population has access to health, food and education. Above all, with increasing demand from society, statutes, legislation and laws were instituted with citizen participation. According to Law No. 11.947/200911 and its regulations that introduced fundamental changes to the program, such as the recognition of school meals as an instrument for fulfilling the human right to adequate food, the extension of school meals to high school students, the inclusion of food education and nutrition in a transversal way in the school curriculum and the link with family farming. (Schwartzman F; Mora C,A,R; Bogus C,M; Villar B,S. 2017)</p> <p>The challenges proposed in this article are linked to society's deficiency in accessing their rights as citizens with rights and duties belonging to that society, social inequality, malnutrition, hunger and misery continues to be used within families in situations of vulnerability and social risk. .</p> <p>Above all, the authors reinforce the importance of food, highlighting the programs that value and guarantee this access, and inform about the importance of family farming and the encouragement of these producers and heads of families.</p>

<p>It is necessary to continue with direct purchases from local family farming through the National School Feeding Program. [6]</p>	<p>Schwartzman F; Mora C,A,R; Bogus C,M; Villar B,S.</p>	<p>Scielo/2018</p>	<p>The encouragement and strengthening of public policies aimed at the autonomy and active participation of citizens. According to the National School Feeding Policy (PNAE), it emphasizes the importance of the advances that the country has gone through in relation to the construction of policies related to food and nutrition security. The PNAE contributed to the construction, planning and execution of the population's demands in relation to hunger, especially the incentive of income, food and nutritional security, health, education, food sovereignty and the environment.</p> <p>It contextualizes the historicity of food programs, which in the 40s, aimed at providing assistance or through donations, over the years, this theme was remodeled, undergoing some transformations and objectives in the quality of assistance in a continuous way. these families, promoting their autonomy, active participation in the social environment, quality of life, through the guarantee and strengthening of their access in the construction of identity as citizens.</p> <p>Vale emphasizes that the greatest contribution is the appreciation of family farming in society, this study highlights the importance of ensuring that at least 30% of the budget allocated to states and municipalities, makes agriculture visible.</p>
<p>The National School Feeding Program: the world is inspired, will we be able to maintain progress? [7]</p>	<p>Recine, E.</p>	<p>Scielo/2017</p>	<p>This journey aims to inform about the advances of food programs and about the incentive to maintain the relationship of family farming.</p> <p>Data from the National Fund for the Development of Education (FNDE) show that between 2010 and 2014 the percentage of municipalities that purchased the equivalent of 30% of the federal funds received increased from 15 to 65%, and that it was reduced from 51% to 10% number of municipalities that did not make any purchases from family farming. (Recine, E. 2017).</p> <p>The dialogue between producers and technical staff is essential to know the reality of the school's culture, on the appreciation of these professionals who prepare school meals, the students who</p>

			<p>receive this healthy and quality food, the place that receives, stores and prepares these foods. , offered to students.</p> <p>It is notable that one of the biggest challenges we face today is the quality of food, as we know that the economic crisis affects many families that cannot guarantee the quality of this meal, above all it is the duty of the State to guarantee this food, what we are addressing today is that students can have daily meals, with the objective of reducing and even zeroing rates of school dropout, malnutrition, diseases arising from poor diet and others, so that we can guarantee the permanence of these students in school environments and with quality food.</p>
Evaluation of the National School Feeding Program: literature review. [8]	Nadinne D,F; Melo L,S; Silva F,A.	Scielo/2018	<p>The article highlights the importance of the National School Feeding Program (PNAE), which began in the 1950s with the objective of significantly contributing to the development and potential of the individual, ensuring healthy eating as their right, provided for in the Statute of Children and Adolescents. (ECA) and a duty of the State, allowing school performance, autonomy and quality of life of the user.</p> <p>Since the 1950s, when the PNAE was an institute, it has stood out for being one of the largest and best food programs in the world and has undergone several changes, especially in the last two decades, as the PNAE aims to contribute to the growth and biopsychosocial development, learning, school performance and the formation of healthy eating habits of students in all public basic education, through food and nutrition education actions and the provision of meals that cover their nutritional needs during the school period , as seen over the years, there were many social demands for the readjustment of the program as a way of continuing to expand the quality of these meals in school spaces, in order to contribute significantly to this social environment.</p>
School meals and the constitution of schoolchildren's identities: from meals for the poor to	Silva E,O; S Santos L,A; Soares M,D.	Scielo/2018	<p>The formulation and construction of identities in society is fundamental because the objectivity of critical citizens and the strengthening of bonds is paramount in</p>

the right to food. [9]			capitalist society, above all it is essential that we address that in addition to providing school meals and going beyond that, and ensuring that families less assisted can guarantee their food at the table, building the search for their autonomy, school performance and their participation in the fight to guarantee their rights.
National School Feeding Program as a promoter of Local, Healthy and Sustainable Food Systems: an assessment of financial execution. [2]	Soares P; Martinelli S,S; Fabri R,K; Veiros M,B; Blanes M,C,D; Cavalli S,B.	Scielo/2018	<p>A survey was carried out on the acquisition of products and foods purchased in the school environment, with a high content of sugars, fats and other additional items that harm health, from this perspective the article carried out studies that prove in percentages that children and adolescents are becoming obese and with other types of pathophysiology, caused by increased cholesterol and triglycerides.</p> <p>From this analysis, it was found that one of the biggest challenges today and within schools is the distribution of ultra-processed foods offered to students.</p> <p>Within this perspective, it is clear that all food distributed to students is of quality and brings benefits to the individual's health, through vegetables, legumes, foods rich in fiber, proteins and minerals.</p>
Good Practices in School Food and Nutrition Units in a city in the state of Rio de Janeiro – Brazil. [10]	Soares D,S,B; Henriques P; Ferreira D,M; Dias P,C; Pereira S; Barbosa R,M,S.	Scielo/2018	<p>The study carried out field research in schools in the State of Rio de Janeiro, to identify the quality of food served to students and the quality of school hygiene, in addition to identifying the food provided and avoiding the risk of contamination. In order to experience the good practices of the school.</p> <p>It is clear that the application of good practices is fundamental in the process of readjusting school spaces, allowing the work team to offer properly sanitized and tasty food. Allowing those involved to receive that meal in a healthy way.</p>
Purchase of food from family farming by the National School Feeding Program (PNAE): cross-sectional study with the universe of Brazilian municipalities. [11]	Machado P,M,O; Schmitz B,A,S; Chica D,A,G; Corso A,C,T; Vasconcelos F,A,G; Gabriel C,G.	Scielo/2018	<p>Cross-sectional and descriptive study with the objective of approaching consumptions of family agriculture for the encouragement and appreciation of this working class and for the encouragement and quality of life of students. Aiming at the regions that most use agriculture consumption.</p> <p>This is a cross-sectional study carried out using an electronic questionnaire sent to</p>

			<p>5,565 municipalities in the country. 93.2% of the municipalities participated in the survey (n = 5,184). Of these, 78.5% purchased food from family farming, highlighting the South region, with the highest frequency of municipalities making the purchase (95.5%), and the Midwest region with the lowest (67.9%). . Large municipalities, with mixed, decentralized or outsourced school feeding management and without a nutritionist as the technical responsible, had a lower frequency of purchase of food from family farming. It is concluded that, despite the widespread acquisition of food from family farming by the program throughout the country, 50% of the municipalities did not invest the minimum required by law, demanding educational and technical assistance actions aimed at complying with legislation, in particular in the states and regions that presented greater difficulties. (Machado P,M,O; Schmitz B,A,S; Chica D,A,G; Corso A,C,T; Vasconcelos F,A,G; Gabriel C,G, 2018).</p>
Food and nutrition education actions and nutritionists within the scope of the National School Feeding Program. [12]	Silva S,U; Monego E,T; Sousa L,M.	Scielo/2018	<p>The importance of the National School Feeding Program (PNAE) is addressed, linking State policies to the National Education Development Fund of the Ministry of Education (FNDE/MEC), with integrative policies for school feeding, with the technical network and professional nutritionist, permeating integrative and social actions in the search for allows the community to guarantee their rights and duties with the State, and obtain quality access to healthy food.</p> <p>We know that the reality of many families is the lack of this food, however one of the biggest challenges for the nutritionist is this lack of resources and policies that confront the existing demands of the population. It is worth mentioning that from this contribution, the State can intervene as a whole and allow families to be assisted and that through these public policies the professional obtains tools and instrumentalities permeable to this demand.</p>
Interactions between food practices and identities: resignifying the public	Silva E,O; Santos L,A; Soares M,D.	Scielo/2018	<p>This theme addresses essential issues such as inadequate food offered in public schools, causing harm to students, such as</p>

school and school food. [13]			childhood obesity, chronic and kidney diseases. In this way, the objective is to approach themes and ways to change this scenario that is growing every day in Brazil.
School meals and family farming: analysis of resources used to buy food. [14]	Araujo L,R,S; Brito A,N,M; Rodrigues M,T,P; Mascarenhas M,D,M; Araujo R,S,R,M.	Scielo/2019	We aim that the concepts of this article and the valorization and incentive of family agricultural work, as well as the quality of these foods that are planted and watered so that it reaches consumers with quality, as the National Development Fund for Education (FNDE) passes on. financial resources to the states, Federal District and municipalities for the purchase of foodstuffs designed to meet the needs of students in the Public Education Network, for this to invest in the quality of food for agricultural families is to encourage the school population to have habits and foods rich in sources food.
National School Feeding Program: a healthy public policy. [15]	Kroth D,C; Geremia D,S; Mussio B,S.	Scielo/2020	<p>These are public policies with the objective of encouraging and improving the health of the population as a whole, aiming at the population's autonomy with the social health policy (PSS), promoted by the World Health Organization (WHO), fields of action for health promotion, the elaboration and implementation of PSS, objectives of guaranteeing that children and adolescents have access to quality food, not only in school spaces but also in their homes and with their families.</p> <p>In order to guarantee that children and adolescents have quality and guarantee in health, education, food, leisure and others, in accordance with the Statute of Children and Adolescents.</p>
Adherence to school meals and associated factors in adolescents from public schools in southern Brazil. [16]	Cesar J,T; Taconeli C,A; Osório M,M; Schmidt S,T.	Scielo/2020	<p>Field research was carried out with students enrolled in public schools and their families, through questionnaires sent to those responsible for the students, containing questions regarding school meals and for the performance of anthropometry in the students.</p> <p>Of the 492 adolescents participating in this study, most were female (53.3%) and aged between 10 and 14 years (66.3%). The prevalence of overweight was 31.8%. Regarding socioeconomic variables, 37.9% of adolescents had a per capita family income between ½ to one minimum wage</p>

			and 36.7% of mothers had nine years of schooling or more (Cesar J,T; Taconeli C,A; Osorio M,M; Schmidt S,T. 2020).
Feasibility in meeting the rules of the National School Feeding Program and its relationship with the cost of menus. [17]	Junior E,V; Oliveira D,C,R,S; Pinto R,L; Marques E,S; Cunha D,B; Sarti F,M.	Scielo/2021	<p>Among the rules for implementing the Program, it is highlighted that the menus must (i) be planned to meet minimum nutritional needs, which vary from 20% to 70% of the recommended daily intake (RDI) according to the teaching modality; (ii) the recommendations for energy, carbohydrates, proteins, lipids, fiber, vitamin A, vitamin C, calcium, iron, magnesium and zinc must be met; and (iii) provide at least three servings of fruits and vegetables and no more than two servings of sweets per week (Junior E,V; Oliveira D,C,R,S; Pinto R,L; Marques E,S; Cunha D,B; Sarti F,M 2021).</p> <p>According to the PNAE guidelines, it is necessary to follow the rules established by the program, taking into account all the established measures, nutritional guidance being essential.</p>
Adherence to school meals by Brazilian adolescents: individual and school context determinants. [1]	Vale D; Lyra C,O; Santos T,T; Souza C,V,S; Roncalli A,G.	Scielo/2021	<p>Adherence to healthy eating for adolescents at school becomes a challenge, as they prefer ultra-processed foods, sweets and candies, this material addresses a survey carried out in the field to identify issues and rates of adolescents who prefer or have easy access to these foods.</p> <p>It was observed that, of the 10,262 students analyzed, 50.1% were female; 66.2% were non-white (black, brown, indigenous); and 54.3% were 15 years of age or older. As for the consumption of school meals, 29.5% (95%CI: 28.3-30.7%) answered that they did not consume the food offered by the school; 27.4% (95%CI: 26.3-28.5%) rarely consumed; 7.3% (95%CI: 6.7-8.1%) consumed 1 to 2 times a week; 9.5% (95%CI: 8.7-10.2%) consumed 3 to 4 times a week; and 26.3% (95%CI: 25.2-27.5%) consumed it every day. The prevalence of low adherence to school meals by Brazilian adolescents was, therefore, 64.2% (95%CI: 63.0-65.4%) (Vale D; Lyra C,O; Santos T,T; Souza C, V,S; Roncalli A,G. 2021).</p> <p>It is important to address that these</p>

			adolescents often do not have access to healthy food and use ultra-processed foods, for example, due to their low cost and being their only food.
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Source: Authors, 2022

IV. DISCUSSION

As the main challenges proposed and analyzed, we face the low adherence of adequate spaces and lack of hygiene, with regard to the preparation of meals served to students, low adherence of acceptance by children and adolescents, above all it is essential that in addition to a good hygiene, food safety that serve them with flavors and tastes favorable to students, rich in vitamins, minerals, proteins, fruits, vegetables, meeting nutritional needs.

It is worth mentioning that the biggest challenges presented were the absence of public policies in the actions that govern the access to food at school and in family life, causing great negative impacts and neglecting mainly in the school environment, the access of these citizens in life in society, causing impacts on education, school dropout, sociability, biopsychosocial development and health. Above all, it is essential that these families have access to their rights and duties and those they can live in society, guaranteeing their active participation in social environments, enabling access to education, health, sports and leisure.

With regard to healthy and quality food, we treat as the main point the importance and benefits that safe food brings to the user served, not only at school but in personal life, and through this food ensuring quality health, access and school performance, active participation in society, making citizens critical and engaged and thus positively confronting the social issue imposed on this individual.

In one of the articles mentioned in this research, he highlighted the importance and valorization of family farming, allocating funds from the PNAE, so that through this initiative, the largest possible number of families can be obtained, guaranteeing income, employment, food and, above all, the detachment from risk and vulnerability Social.

We make it possible for children and adolescents to adhere to ultra-processed foods with a high content of fats and sugars, and to the harm that this food causes in the lives of these users, addressing the importance of actions and encouragement of menus and the nutrition professional in this school environment allowing those assisted to continue with safe and quality food.

One of the PNAE guidelines is the promotion of EAN at school, which aims to motivate the voluntary adoption of healthy eating practices that contribute to student learning, good health and quality of life [4].

The Food and Nutrition Education Reference Framework for Public Policies brings the concept of EAN as “a field of knowledge and continuous and permanent practice, transdisciplinary, intersectoral and multi-professional, which aims to promote the autonomous and voluntary practice of healthy eating habits” and is part of the context of the Human Right to Adequate Food (DHAA) and the guarantee of Food and Nutrition Security (SAN) [18].

In this sense, the role of the EAN is to help the individual towards healthy eating practices, and to guarantee the DHAA, which presents two inseparable measures: the right to be free from hunger and the right to adequate food, which is closely related Food and Nutrition Security (SAN), which was established through the Organic Law on Food and Nutrition Security (LOSAN) - Law No. 11,346, of September 15, 2006 [4, 18].

Ordinance No. 1010/2006, which establishes guidelines for the promotion of healthy eating in schools, leads to the practice of good eating habits. The guidelines of these link actions in favor of EAN, encouraging the production of school gardens leading to the consumption of fruits and vegetables, implementation of good handling practices in food preparation in the school environment, reducing foods with high sodium, sugar and fat content. [19].

The Food Guide for the Brazilian Population shows how healthy eating practices can be exercised in schools and how it becomes an essential instrument for the promotion and recovery of healthy eating habits [20]:

Food and Nutrition Education actions: respect for regional food; encouraging the production of school gardens, based on activities with students and the use of food produced in school

meals; encouraging the implementation of good handling practices in services that offer school meals; restriction of trade in foods and preparations with high levels of saturated fat, trans fats, free sugar and salt, and encouraging the consumption of fruits and vegetables; and monitoring the nutritional status of schoolchildren.

More than an instrument for promoting EAN, this guide is part of the global strategy for promoting health and fighting excess weight, in which educational practices are associated with the way of transmitting information that is of public interest in the process. of changing food practices [21].

The school environment establishes a privileged space for educational actions on food and nutrition and consequently positively influences the formation of healthy eating habits, promoting independence for healthier choices. The PNAE cannot be limited to the simple supply of meals to meet the nutritional needs of children; it has the competence to promote health and the construction of healthy eating habits, through EAN actions that integrate the curricular practice [20, 22].

PNAE Resolution No. 26, of June 17, 2013, provides for actions in EAN at school: the offer of varied and healthy foods; courses and lectures aimed at school cooks; to teachers; nutritionists and everyone involved with school feeding at school; pedagogical gardens; cooking workshops and all activities that can involve the student in the context of healthy eating practices [20].

An adequate and balanced school diet seeks to complement the nutrient needs that the body needs to have a good health condition. For this, the menu provided to students enrolled in public schools throughout Brazil must contain a set of diverse foods, and are served daily in the main meals.

The school's manager and teaching professionals have the autonomy to implement public policies within the educational space it is up to them, together with the nutritionist, to articulate the pedagogy to be adopted in teaching health and quality of life at school. And in this context, the practice of EAN must

make use of problematizing and active educational themes and resources that encourage dialogue and understanding, promoting educational actions, through nutritional intervention strategies. In this case, the nutritionist must be able to play a strategic role in the planning of actions in EAN, with the support of other professionals (managers, teachers and cooks) [23]

EAN actions generate a positive impact on the prevention of overweight, obesity and school dropout, since students undergo constant changes in eating behavior, allowing the formulation of actions/activities according to the reality of each location [24, 20].

Finally, the EAN aimed at promoting healthy eating habits comprises a fundamental strategy for implementation and actions that incorporate the theme of food and nutrition in the school context. It is also in the school environment that children and adolescents begin to observe issues related to the environment, and the care of the body itself, being a place of intense discoveries [24].

As a strategy to mediate and encourage healthy eating habits, it can be worked on at school. With school management, teachers, and the authors that make up the team work to encourage the consumption of foods rich in nutrients, minerals, B vitamins, complete proteins of animal origin (meat, eggs, milk, cheese) to increase the intellectual capacity, is in line with public policies, which is to help schools not only offer a balanced diet, but also allow them to guide their students to practice good lifestyle habits, including school lunches, as a well-fed student can present satisfactory school performance. Such as the construction of vegetable gardens in schools, plantations, debates and lectures addressing the risks and benefits of food and including food education for students in the curriculum. These experiences must go beyond school walls and reflect on the social, economic and affective life of all those involved who are part of the school environment.

The importance of debates and conversation circles in what governs school feeding is highlighted, in a favorable way in favorable environments, outlining methods and guarantees to this part of society that are our children and adolescents, and above all that these debates reach them in a safe way, who participate actively, knowing about food, benefits and harm to health, actively participating in the production of gardens and plantations and are aware of this rich appreciation of school meals.

In general, themes related to the historicity of the National School Feeding Program (PNAE) and its interventions were addressed, with the objective of encouraging and regularizing food in this environment, because in the 50s, there was a great deficiency and

pauperism used in society. , thus inhibiting families from having secure access to their rights, especially the PNAE, aimed at this guarantee, through actions and regularization at school.

The EAN interventions aim at the quality of life, health and well-being of children and adolescents in their school period, above all, we need public policies that guarantee the quality of these meals offered to students, not only during their school period but, for the student's family, allowing them to achieve better school performance, decrease school dropout rates, autonomy and quality of life.

V. CONCLUSION

From the presentation of the data of this review, it was possible to perceive the number of publications on this theme is still reduced, involving school feeding as a strategy for changing eating habits in schools and especially encouraging family farming and actions aimed at traditional communities, "quilombolas" and indigenous peoples.

The PNAE aims to achieve and ensure that students from the public network can be assisted in a continuous and integrated way for the construction of healthy eating habits, going beyond the walls of the school and reflecting on the social life of these students and their families, contributing to the construction, equality and potential of this student/family, guaranteeing not only their access to education, but also health, leisure and their access as a citizen. A priori, the school as a social institution aggregates within its structure, values and relationships involving the subjects who participate in it, making them co-participants for a better time. In this way, we see from the curriculum that culture is inseparable from the idea of social groups and classes. It is linked to the social class of families. Culture is the stage where the struggle to maintain or overcome social positions takes place, in this way, public policies would be confronting the demands of society, we know that without adequate food, several risk factors are imposed on this user, such as the difficulty in going to school, increasing the number of school dropouts, malnutrition and other factors causing social conflicts.

In this way, implementing and executing the guidelines that the legislation of the National School Feeding Program (PNAE), offer is essential, makes it necessary to modify this scenario in the school context, inserting school feeding as a pedagogical element, which can open possibilities for new EAN approaches to education student community. Enabling the student to know about this diet, implementing projects in the curriculum that allow the student to know about the

benefits and harms of food, planting community gardens around the school, planting trees and others. However, the PNAE contributed insignificantly to the construction of public policies to guarantee food to less assisted communities, as a bias, fundamental for the development and potential of individuals in the construction and autonomy, making it possible to guarantee income, health, education, promotion of food security and nutrition, well-being and quality of life, safe environments for the school technical team and for the lives of students and their families.

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